DOCUMENT RESUME

ED 412 352 CE 074 857

TITLE	School-to-Work Goodwill Industries. School-to-Work Outreach Project 1997 Exemplary Model/Practice/Strategy.
INSTITUTION	Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	1997-00-00
NOTE	5p.; For related documents, see CE 074 855-858.
CONTRACT	H029B30142
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Education; Career Development; Career Education; Community Resources; Cooperative Programs; Demonstration Programs; *Education Work Relationship; Educational Practices; Employment Potential; *High Risk Students; Integrated Curriculum; Job Skills; *Learning Disabilities; Mentors; *School Business Relationship; *School Community Programs; Secondary Education; Vocational Education; Work Experience Programs
IDENTIFIERS	Goodwill Industries of America

ABSTRACT

The school-to-work program conducted by Goodwill Industries in Denver (Colorado), a collaborative effort between the public and private sector, serves 1,300 students aged 14-22 who are at risk and/or have learning disabilities. The project has both classroom-based and community-based components. In the classroom-based component, classroom facilitators, licensed by the State of Colorado, provide vocational assessment and job skills training and develop the following additional skills crucial to workplace success: goal setting, development of interpersonal relationships, money management, and accessing community resources. In the community-based component, employers and mentors come into the classroom to discuss job and career options, develop job leads, stage mock interviews, create job site visits and shadowing opportunities, and provide encouragement and guidance to students. The program includes the exemplary school-to-work components of career exploration and job-seeking skills, job shadowing, and mentorships. Program success results from these factors: staff members are committed and trained to ensure that students are equipped with the knowledge, skills, and support to obtain permanent employment; has a consistent and flexible curriculum; emphasis is placed on the success of students; focus is on the individual student; and the mentoring component enhances the involvement of community and business leaders in helping students explore career development. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 412 352

School-to-Work
Goodwill Industries
6850 North Federal Boulevard
Denver, Colorado 80221
(303) 650-7735

Mission/Goals

To provide employment training and education opportunities for students at-risk and/or with disabilities to gain skills, which will give students the ability, as well as the desire, to enhance their lives. The goals of the project are to assist students to (*a*) develop an awareness of career options and post-secondary opportunities, (*b*) develop employability skills and understand the relevance of such skills to the workplace, (*c*) develop the ability to set, attain, and evaluate reasonable goals, (*d*) transition from high school to work and/or post-secondary education, (*e*) develop skills necessary to be self-sufficient and live independently, and (*f*) use resources in the community including volunteers as supports.

Organization/Program Context

The School-to-Work program is a collaborative effort between the public and private sector. The program began as a result of a cooperative effort between Goodwill Industries and a coalition of local community agencies wanting to find ways to expand the career, educational, and job opportunities of students who are at-risk and/or have disabilities.

The program started as a pilot project serving 15 students in two schools and has steadily grown to include 13 schools serving over 1,000 students. The schools are identified based on student demographics and the success of their vocational programs. Goodwill works collaboratively with the school administrators and teachers to facilitate the classes.

Description

The prerequisite for participation in this program is that students have been identified as at-risk and/or having a mild disability. Once in the program, students participate in both the classroom-based and community-based components.

In the classroom-based component, classroom facilitators, licensed by the State of Colorado, provide vocational assessment and job skills training. Additional skills crucial to success in the workplace, such as goal setting, development of interpersonal relationships, money management, leisure/recreational options, and how to access advocacy, legal, and medical services are integrated into the curriculum.

In the community-based component, employers and mentors are brought into the classroom to discuss job and career options, develop job leads, stage mock interviews, create job site visits and shadowing opportunities, and provide encouragement and guidance to students.

The partnership of these two components results in a program that helps students see their strengths, understand their options, find their career directions,

Contact Person

Kristi Esbenshade
School-to-Work Program Manager
(303) 650-7735

Community Setting

Major city. This program is offered in Adams, Denver, and Jefferson counties of Colorado.

Population Served

The program serves 1,300 students, between the ages of 14 and 22, primarily who are at-risk and/or have learning disabilities. Other areas of primary diagnosis include mental retardation, deaf / hard of hearing, speech or language impairment, and visual disabilities.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE 074 857

BEST COPY AVAILABLE

Program Staff

Manager
1 full-time
- Manages the program
- Acts as community liaison
- Assists in job development

Facilitator, State Certified Teacher
4 part-time
- Participates in individualized case management, including assessment and evaluation
- Acts as community resource liaisons
- Helps to support curriculum
- Provides in-class, individual assistance

Volunteer Coordinator
1 full-time
- Recruits and trains mentors and classroom speakers
- Provides job shadowing and visits job sites and employers
- Organizes parent involvement and community special events

and enter successfully into adulthood.

Exemplary School-to-Work Components

Career Exploration and Job-Seeking Skills - School-based Learning
Career exploration and job-seeking skills are the two topics covered in the classroom. In career exploration, students complete a self-directed search which helps them identify their employment interests and aptitudes. Volunteer speakers discuss a wide variety of occupations with the students. In job-seeking, facilitators help students search job advertisements, write a resume and cover letter, call and talk to a prospective employers, and complete mock interviews.

Job Shadowing - Work-based Learning
Students go through job shadowing in the field of their choice and make site visits to a variety of corporations and companies. During the site visit, students are exposed to all aspects and departments of a company and get a first-hand look at the work place. These activities provide an avenue for the community to connect with schools.

Mentorships - Connecting Activities
Students in the program are paired with mentors, who are recruited from local industries, businesses, and corporations. Mentors reinforce the employability skills that are taught in the classroom and help students make job contacts and career decisions. As a result of this interaction, a trust develops between students and mentors which is essential for the success of the program.

What Makes It Work?

- Staff members are committed and trained to ensure that students are equipped with the knowledge, skills, and support necessary to obtain permanent employment. The staff includes certified teachers in the classroom.
- The school-to-work curriculum is consistent and flexibile. The curriculum, developed by the facilitators, can be used in part or as a whole, depending on individual students' needs.
- Emphasis is placed on the success of students. There is a signficantly higher graduation rate among students in the program than students not in the program.
- The focus is on the individual student. The students are known, addressed by their name, and matched with mentors.
- The mentoring component enhances the involvement of community business leaders in helping students explore career development.

Julie's Story

Julie had dropped out of school as a fourteen year old mother with an abusive boyfriend and a difficult home life. When Julie returned to high school, at the age of sixteen, she wanted to graduate and find a job. She was placed in the Alternative Cooperative Education Program (ACE), a vocational program for at-risk students affiliated with the School-to-Work program.

The School-to-Work program matched Julie with a mentor who met with her weekly, providing her support and encouragement. Her mentor helped Julie devise a specific plan to identify and attain her goals.

With the assistance of tutors, Julie made up missed credit through independent study while carrying a full load of regular classes, including parenting classes. As she progressed through school, Julie learned to value the importance of her education.

The Career Exploration component gave Julie an opportunity to become familiar with various career options. She developed an awareness about her interest and aptitude for work in healthcare. Additionally, she learned to fill out a job application, write a resume, and prepare for an interview. This training helped Julie get a part-time job scheduling home visits for health aides.

The program's focus on post-secondary education and training and Julie's new found appreciation for the value of education gave her the drive to access financial aid, go to a community college, and get a Certified Nurse's Assistant (CNA) Certificate. Since receiving her CNA certificate, Julie has been working full time and attending nursing school in the evenings. She will graduate from nursing school within the next two years and become a registered nurse.

The School-to-Work Program provides an opportunity for students like Julie to realize and achieve their goals, because of a very simple philosophy of envisioning future success for every student regardless of their background.

* * * * * *

The program's focus on post-secondary education and training gave Julie a new found appreciation for the value of education which motivated her to go to a community college and get a Certified Nurse's Assistant (CNA) Certificate.

For Further Information

School-to-Work Outreach Project
Institute on Community Integration (UAP)
University of Minnesota
110B Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612)626-8155; fax (612)624-9344
http://www.ici.coled.umn.edu/schooltowork/

School-to-work is described in the School-to-Work Opportunities Act of 1994.

School to work is . . .

A System built to provide opportunities for students to learn about and experience work while in school.

Educational Reform that addresses the need for students to gain work experience and workplace skills while in school.

Partnerships between schools, employers and communities.

For All Students, kindergarten through 12th grade.

School-to-Work Outreach Project Overview

The School-to-Work Outreach Project at the Institute on Community Integration (UAP) is a nationwide, three year prroject funded by the U.S. Department of Education. This project assists and supports school-to-work initiatives through the identification of exemplary school-to-work models/ practices/strategies that include students with disabilities. Exemplary school-to-work models/practices/strategies are identified through a five step selection process:

- **Nomination**
- **Application**
- **Reference**
- **Application Review**
- **Final Review and Selection**

Identification Criteria and school-to-work Priority Areas established by the School-to-Work Outreach Project guide the application review.

Profiles of the identified models/practices/strategies are available upon request. Adoption and replication of these exemplary school-to-work activities is encouraged and technical assistance is available to schools and organizations interested in implementing these models/practices/strategies or improving existing school-to-work activities and systems. Contact the School-to-Work Outreach Project at the above address for further information.

Basic Elements of School-to-Work

School-based Learning - Instruction and experiences based on academic and occupational standards.

Work-based Learning - Workplace experience, structured training, mentoring and apprenticeships at job sites.

Connecting Activities - A variety of activities that build and maintain bridges between school, work and other adult environments.

* * * * * *

The development and dissemination of this profile was supported in part by grant #H029B30142 from the U.S. Department of Education. Upon request, this document can be made available in alternative formats and languages.

The University of Minnesota is an equal opportunity employer and educator.